

INDIANA  
**COLLEGE  
READINESS**  
REPORT  
2021



## Indiana's College-Going Rate Continues Downward Slide

### 2019 college readiness data highlight persistent challenges

Indiana's college-going rate is at its lowest point in more than 10 years.

A caveat, before diving deeper: The data presented in this 2021 College Readiness Report is about the 2019 high school graduating class. This means the impact of the COVID-19 pandemic on Indiana's college-going rate is not measured here.

In 2019, 59 percent of high school graduates in Indiana went on to some form of higher learning (a two- or four-year degree, or a shorter-term credential). This is a drop from 61 percent in 2018. Indiana's college-going rate has been steadily declining since 2015 (65 percent), but this is the largest drop year-to-year.

(Visit the Commission's [online, interactive dashboard](#) for quick comparisons to past data at the corporation, county, school and state level.)

The pandemic exacerbated many of the challenges facing higher education in Indiana—declining college-going rates, widening equity gaps, the persistent questioning of the value of higher education—all now compounded by issues of learning loss and economic upheaval. Next year's iteration of this report could show continued decline, as fall enrollment across Indiana's four-year public colleges was down about 4 percent and two-year enrollment was down 13 percent in 2020.

This is serious. Indiana will not reach its big goal—that at least 60 percent of Hoosiers have a quality credential beyond high school by 2025—and will not be able to fill its workforce pipeline needs without students attending college.

Previously, a strong economy was identified as a reason for fewer Hoosiers going into college. However, the ongoing attitude that a college degree doesn't hold value for Hoosiers is a contributing factor that cannot be overlooked.

Also of concern is an increasing number of high school graduation waivers being awarded. Nearly 1 in 8 students in the class of 2019 was awarded a graduation waiver diploma. This is the highest number in at least 15 years and a significant jump in one year (9.2 percent in 2018 to 12.4 percent in 2019). Completing high school with a graduation waiver demonstrates students



are less prepared for postsecondary education than those who earn other diploma types. While there are numerous reasons students may be given a waiver, this sharp uptick is cause for further investigation.

There are also positive stories to tell: The state's 21st Century Scholars program is the only group that has made positive gains in college-going rates, going from 86 percent in 2018 to 88 percent in 2019. 21st Century Scholars are closing the achievement gap and closing it for every low-income student by race and ethnicity. Other positives include continuing low remediation rates, and more students are seeking shorter-term credentials than ever before.

This report provides a pre-pandemic baseline for consideration, as we continue to grasp the full impact of the pandemic. However, our eyes must remain on the future so we can determine the best path forward.

Several recommendations are outlined at the end of this report that are aligned to the policies and strategies highlighted in the Commission's strategic plan, [Reaching Higher in a State of Change](#). The Commission remains committed to proving the value of higher education and making the pathway as accessible and affordable as possible for all.

A differentiating factor for Hoosiers in the immediate economic aftermath of the COVID-19 pandemic was educational attainment. Those with quality credentials were less likely to be unemployed. Education beyond high school remains one of the surest paths to economic mobility and personal prosperity and provides Indiana with the talented workforce needed to keep pace with an evolving economy.

A handwritten signature in black ink that reads "Teresa Lubbers". The signature is fluid and cursive, with a long horizontal stroke at the end.

Teresa Lubbers, Indiana Commissioner for Higher Education

# 2021 College Readiness Report

## Key Takeaways



### Completion

- **Indiana’s college-going rate continues to decline**, falling to 59 percent. It is the first time the college-going rate has been under 60 percent since the Commission began tracking this data in 2009.
- **Students who earn the Academic Honors diploma are more likely to go to college.** Of the high school graduating class of 2019, 89 percent of Academic Honors diploma earners went to college (compared to 46 percent of Core 40 earners and 14 percent of general diploma earners).
- **Students are seeking early college credit opportunities, such as the Indiana College Core.** Nearly two-thirds of the graduating high school class of 2019 earned some form of early college credit (including dual credit or Advanced Placement). Participation in the Indiana College

Core, a block of 30 credit hours that is transferrable to public and some private Indiana institutions is growing: 1,638 students earned the Core in 2019, while 1,200 earned it in 2018.



### Equity

- **21st Century Scholars continue to go to college at higher rates than their peers (including lower- and higher-income students).** More Scholars than ever before are going to college—88 percent of Scholars attend college, a 2 percentage point increase in one year.
- **Success indicators—including freshman GPAs, remediation rates and credit hours earned—are trending positive.** Remediation rates remained flat at 9 percent for the 2019 cohort, but these rates are still at historic lows.

- **With the exception of 21st Century Scholars, there are gaps in college-going rates depending on students' race/ethnicity, gender, socioeconomic status and geographic location,** compared to the statewide college-going average of 59 percent:
  - **Race/ethnicity:** Hispanic/Latino: 49%; Black: 50%; Small Populations: 56%; White: 61%; Asian: 73%
  - **Geography:** Rural: 55%; Non-rural: 59%
  - **Gender:** Men: 51%; Women: 65%
  - **Socioeconomic status:** Non-Scholar, low-income: 35%; Higher-income: 64%; 21st Century Scholars: 88%
- **Six percent of students going to college in 2019 entered education degree programs.** This number does not reflect alternative teacher preparation programs.
- **Fewer students are entering college as “undecided,”** down 2 percentage points from 2018 (6 percent in 2019; 8 percent in 2018).
- **More students are seeking shorter-term credentials,** increasing from 1.5 percent in 2018 to 3.3 percent in 2019.



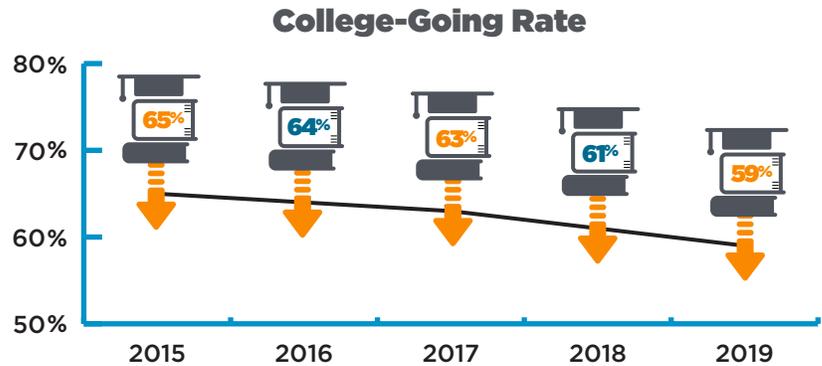
## Talent

- **Graduation waivers have increased in percentage across the state,** with nearly one in eight students (over 12 percent) graduating with a waiver diploma in 2019. This is the highest amount in at least 15 years.



### COLLEGE-GOING DECLINE

College-going rates have decreased over time.



### High School Graduation Waivers



of students in 2019 who graduated without a high school waiver enrolled in college



of students in 2019 who graduated with a high school waiver enrolled in college

### INDIANA COLLEGE CORE



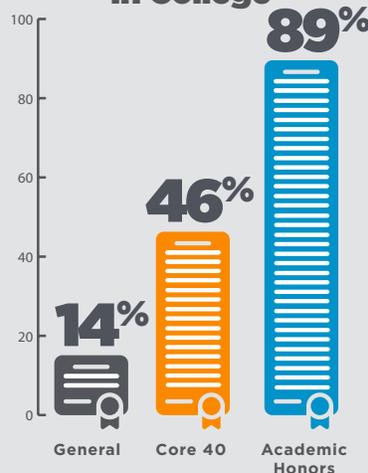
**1,638**

students earned the Indiana College Core in 2019, up from 1,200 in 2018. The Indiana College Core is a 30-hour block of credits that transfers among all of Indiana's public institutions.

### HIGH SCHOOL DIPLOMA TYPE

Indiana high school graduates who earn the Academic Honors Diploma are more likely to go to college.

#### % of Diploma Earners Who Enroll in College



### EARLY COLLEGE CREDIT

Most Hoosiers earn college credit while in high school.

**Nearly 2/3 of high school graduates earned AP or dual credit in 2019**

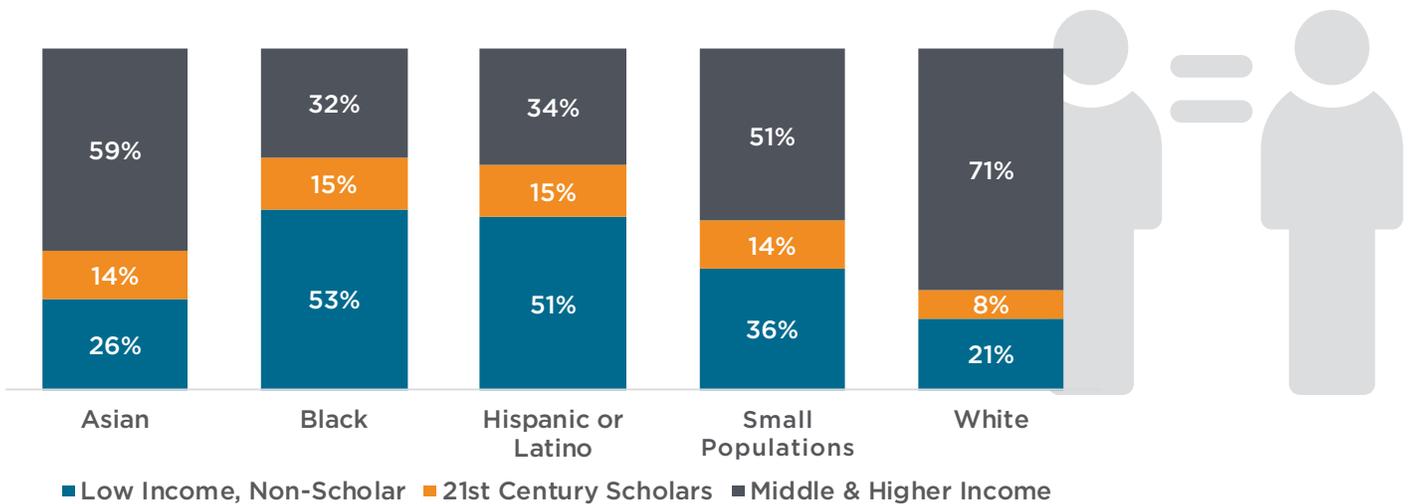


### COLLEGE EQUITY AND ACCESS

High school graduates of color are more likely to be from low-income homes.

Low-income, non-21st Century Scholars less likely to go to college than their higher-income peers or 21st Century Scholars.

#### High School Graduates by Race/Ethnicity and Socioeconomic Status (2019)



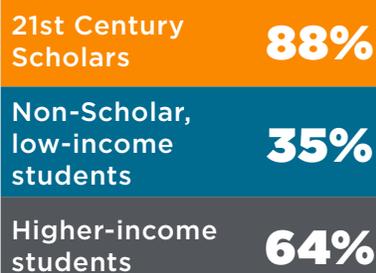
#### GEOGRAPHY GAP

The gap between rural and non-rural students closed slightly in 2019, but has remained steady over the past 10+ years.



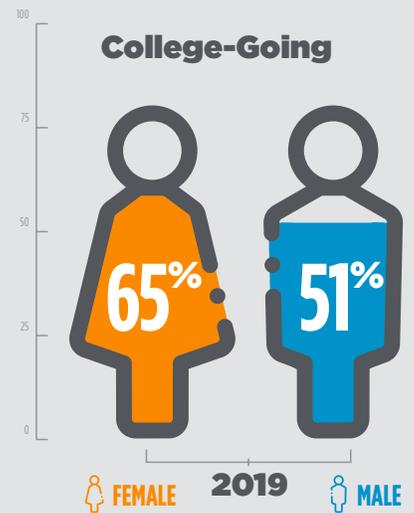
#### 21ST CENTURY SCHOLARS OUTPACE ALL SMALL POPULATIONS

The college-going rate of 21st Century Scholars increased two percentage points from 2018. Scholars are the only group on track to close the achievement gap by 2025.



#### GENDER GAP

##### College-Going



Male students went to college at lower rates than female students in 2019. The gap widened by 2 percentage points in one year.



## Student Outcomes

High school students who are awarded waivers are less likely to enroll in college, more likely to need remediation and half as likely to complete their attempted college credits as those students who are not awarded graduation waivers.

### Cause for concern:

Nearly 1 in 8 high school graduates were awarded graduation waivers in 2019. That is the highest number in at least 15 years and a significant jump in one year (9.2 percent in 2018 to 12.4 percent in 2019).

### Did anything change?

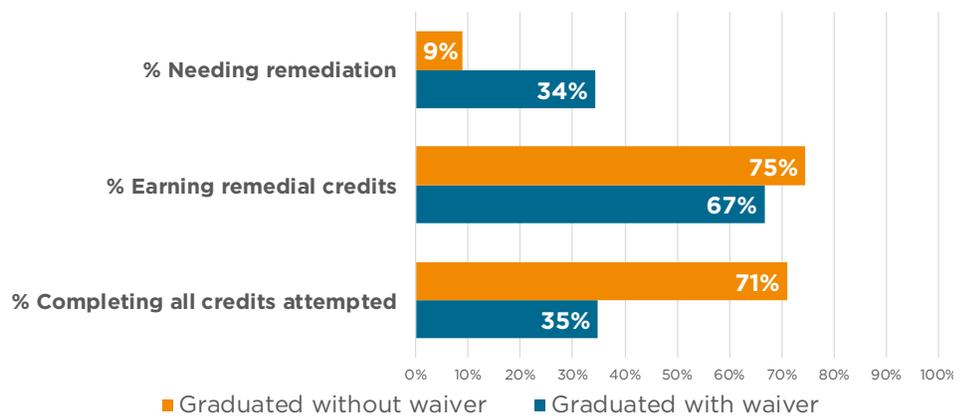
A possible cause for the one-year increase: 2019 graduates were the first who were required to pass Indiana's ISTEP test in 10th grade, instead of the previous requirement of passing end of course assessments.

### What's on the horizon?

More changes to high school graduation requirements will take place in the coming years, as the state moves to the successful completion of Graduation Pathways as the measure for college and career readiness.

## COLLEGE SUCCESS INDICATORS

(COLLEGE SUCCESS INDICATORS BY GRADUATION WAIVER STATUS, 2019)



## COLLEGE-GOING RATES



of students in 2019 who graduated without a high school waiver enrolled in college



of students in 2019 who graduated with a high school waiver enrolled in college



## WHAT IS A HIGH SCHOOL GRADUATION WAIVER?

Graduation waivers demonstrate a student is not able to pass Indiana's requirements for graduating high school. Students who struggle with taking and passing tests or those for whom English is a second language may need a graduation waiver, as well as students with special needs, for example.

## Equity and Access

Black and Hispanic/Latino students are most likely to graduate high school with a waiver.

Race and ethnicity	Percentage graduating with a waiver
Asian	12%
Black	25%
Hispanic or Latino	18%
Small Populations	15%
White	10%

Students from low-income households are twice as likely to graduate high school with a waiver.

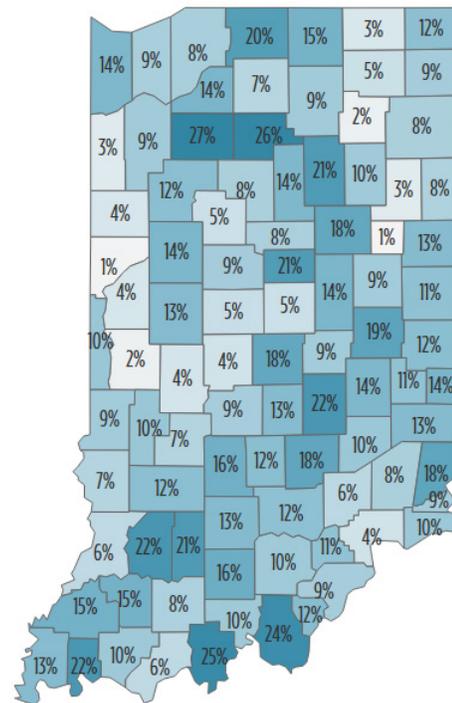
Socioeconomic Status	Percentage graduating with a waiver
Free or Reduced Lunch	19%
Non Free or Reduced Lunch	9%

Students who earn the General diploma are two-and-a-half times more likely to graduate with a waiver than students who earn the Core 40 diploma.

Diploma Type	Percentage graduating with a waiver
Core 40	16%
General	38%
Honors	0%

## Geography Matters

Non-rural students are more likely to graduate with a waiver than rural students. There was a 44 percent increase in the amount of non-rural students graduating high school with a waiver between 2018 and 2019.



Highest ranking counties for awarding waivers in 2019 (compared to 2018)			
Rank	County	2019	2018
1	Pulaski	27%	8%
2	Fulton	26%	16%
3	Perry	25%	10%
4	Harrison	24%	8%
5	Daviess	22%	7%
6	Shelby	22%	9%
7	Vanderburgh	22%	8%
8	Martin	21%	2%
9	Wabash	21%	16%
10	Tipton	21%	9%

## COLLEGE GOING (within a year of high school graduation)

Note: All "One-year trend" columns in the following pages refer to the column that is immediately adjacent to the left. NC = no change

 <b>High School Graduates Enrolling in College</b>				
Breakdown	# of HS Graduates	# Enrolled in College	% Enrolled in College	One-year trend (2018-2019)
<b>High School Diploma Type</b>				
Honors	27,761	24,709	89%	↓
Core 40	40,733	18,734	46%	↓
General	7,754	1,098	14%	↓
<b>High School Graduation Waiver Status</b>				
Graduated with Waiver	9,440	2,624	28%	↑
Graduated without Waiver	66,808	41,917	63%	↓
<b>Advanced Placement Status</b>				
Took and Passed an AP Test	14,279	12,682	89%	NC
Took but Did Not Pass an AP Test	12,304	10,008	81%	↓
Did Not Take an AP Test	49,665	21,851	44%	↓
<b>Dual Credit Status</b>				
Earned Dual Credit from an Indiana Public College	45,276	32,331	71%	↓
Did Not Earn Dual Credit from an Indiana Public College	30,972	12,210	39%	↓
<b>21st Century Scholars Status</b>				
21st Century Scholar	7,566	6,643	88%	↑
Non-21st Century Scholar	68,682	37,898	55%	↓
<b>Socioeconomic Status</b>				
Free or Reduced Lunch	27,143	12,462	46%	↓
Non-Free or Reduced Lunch	49,105	32,079	65%	↓
<b>Race/Ethnicity</b>				
White	54,657	33,166	61%	↓
Black	8,376	4,184	50%	↓
Hispanic or Latino	8,062	3,981	49%	↓
Asian	1,979	1,439	73%	↓
Small Populations	3,174	1,771	56%	↓
<b>All Students</b>	<b>76,248</b>	<b>44,873</b>	<b>59%</b>	<b>↓</b>

 <b>High School Graduates Enrollment by College Type</b>				
College Type	# of HS Graduates	% of Total HS Graduates	One-year trend (2018-2019)	
Indiana Public College	32,631	42.6%	↓	
Indiana Private College (non-profit)	6,348	8.3%	↓	
Indiana Private College (for-profit)	332*	0.4%	NC	
Out-of-State Public College	2,986	3.9%	↓	
Out-of-State Private College (non-profit)	2,381	3.1%	↓	
Out-of-State Private College (for-profit)	127	0.2%	NC	
Non-degree Granting School	4	0.0%	NC	
Indiana State-Affiliated Public	64	0.1%	↑	
<b>Did Not Enroll in College</b>	<b>31,707</b>	<b>41.4%</b>	<b>↑</b>	

\*Average estimate for Indiana private colleges.

## INDIANA PUBLIC COLLEGE ENROLLMENT

Note: All "One-year trend" columns in the following pages refer to the column that is immediately adjacent to the left. NC = no change

 <b>Indiana Public College Enrollment by College</b>			
College	# Enrolled in IN Public College	% of Total Enrolled in IN Public College	One-year trend (2018-2019)
Ball State University	3,473	10.6%	
Indiana State University	1,372	4.2%	
University of Southern Indiana	1,341	4.1%	NC
Indiana University-Bloomington	4,389	13.5%	
Indiana University-East	274	0.8%	
Indiana University-Kokomo	558	1.7%	
Indiana University-Northwest	601	1.8%	NC
Indiana University-Purdue University-Indianapolis	3,735	11.4%	
Indiana University-South Bend	723	2.2%	
Indiana University-Southeast	619	1.9%	
Purdue University-Fort Wayne	1,330	4.1%	
Purdue University-Northwest	990	3.0%	
Purdue University-Polytechnic Statewide	110	0.3%	
Purdue University-West Lafayette	3,816	11.7%	
Ivy Tech Community College	8,172	25.0%	
Vincennes University	1,128	3.5%	

 <b>Indiana Public College Enrollment by Degree Type</b>			
Degree Type	# Enrolled in IN Public College	% of Total Enrolled in IN Public College	One-year trend (2018-2019)
Bachelor's Degree (four-year)	22,956	70%	
Associate Degree (two-year)	8,112	25%	
Award of at least 1 but less than 2 academic years	1,075	3%	
Award of less than 1 academic year	236	1%	
Unclassified undergraduate	252	1%	

 <b>Indiana Public College Enrollment by Program Type</b>			
Program Type	# Enrolled in IN Public College	% of Total Enrolled in IN Public College	One-year trend (2018-2019)
Arts and Humanities	4,814	15%	NC
Business and Communication	5,131	16%	NC
Education	2,006	6%	NC
Health	5,522	17%	NC
Science, Technology, Engineering, and Math (STEM)	7,607	23%	NC
Social and Behavioral Sciences and Human Services	3,339	10%	
Trades	2,126	7%	
Undecided	2,086	6%	

 <b>Indiana Public College Enrollment by Status</b>			
Status	# of HS Graduates	# Enrolled in College	One-year trend (2018-2019)
Full-Time Students	27,593	85%	NC
Part-Time Students	5,038	15%	NC

## ACADEMIC PREPARATION

Note: All "One-year trend" columns in the following pages refer to the column that is immediately adjacent to the left. NC = no change

 <b>Indiana Public College Remediation by Subject</b>						
Subject	# Enrolled in IN Public College	% of Total Enrolled in IN Public College	One-year trend (2018-2019)	# Earning Remedial Credits	% Earning Remedial Credits	One-year trend (2018-2019)
Math Only	1,851	6%	↑	1,350	73%	↑
English/Language Arts Only	752	2%	↑	521	69%	↑
Both Math and English/Language	314	1%	NC	207	66%	↓
No Remediation	29,714	91%	NC	NC	NC	NC

 <b>Indiana Public College Students Needing Remediation</b>							
Breakdown	# Enrolled in IN Public College	# Needing Remediation	% Needing Remediation	One-year trend (2018-2019)	# Earning Remedial Credits	% Earning Remedial Credits	One-year trend (2018-2019)
<b>High School Diploma Type</b>							
Honors	17,264	375	2%	NC	335	89%	↑
Core 40	14,489	2,253	16%	NC	1,574	70%	↑
General	878	289	33%	↓	169	58%	NC
<b>High School Graduation Waiver Status</b>							
Graduated with Waiver	2,034	598	29%	↓	388	65%	↑
Graduated without Waiver	30,597	2,319	8%	NC	1,690	73%	↑
<b>Advanced Placement Status</b>							
Took and Passed an AP Test	8,690	139	2%	↑	122	88%	↓
Took but Did Not Pass an AP Test	7,316	384	5%	NC	301	78%	↑
Did Not Take an AP Test	16,625	2,394	14%	↓	1,655	69%	↑
<b>Dual Credit Status</b>							
Earned Dual Credit from an Indiana Public College	23,891	1,448	6%	NC	1,104	76%	↑
Did Not Earn Dual Credit from an Indiana Public College	8,740	1,469	17%	↓	974	66%	↑
<b>21st Century Scholars Status</b>							
21st Century Scholar	5,655	556	10%	↓	400	72%	↑
Non-21st Century Scholar	26,976	2,361	9%	NC	1,678	71%	↑
<b>Socioeconomic Status</b>							
Free or Reduced Lunch	9,665	1,309	14%	↓	855	65%	↑
Non-Free or Reduced Lunch	22,966	1,608	7%	NC	1,223	76%	↑
<b>Race/Ethnicity</b>							
White	24,120	1,759	7%	NC	1,337	76%	↑
Black	2,976	639	21%	↓	382	60%	↑
Hispanic or Latino	3,115	310	10%	↓	202	65%	NC
Asian	1,097	67	6%	↑	61	91%	↑
Small Populations	1,323	142	11%	↓	96	68%	↑
<b>All Students</b>	<b>32,631</b>	<b>2,917</b>	<b>9%</b>	<b>NC</b>	<b>2,078</b>	<b>71%</b>	<b>↑</b>

## STUDENT PERFORMANCE

Note: All "One-year trend" columns in the following pages refer to the column that is immediately adjacent to the left. NC = no change

 <b>Indiana Public College Student Performance</b>				
Breakdown	# Enrolled in IN Public College	Average Freshman Year GPA	Average Freshman Credit Hours Earned	One-year trend (2018-2019)
<b>High School Diploma Type</b>				
Honors	17,264	3.2	27.56	↕
Core 40	14,489	2.3	17.33	↕
General	878	1.9	9.27	⬇
<b>High School Graduation Waiver Status</b>				
Graduated with Waiver	2,034	2.1	13.88	↕
Graduated without Waiver	30,597	2.8	23.10	↕
<b>Advanced Placement Status</b>				
Took and Passed an AP Test	8,690	3.3	28.54	↕
Took but Did Not Pass an AP Test	7,316	2.8	24.36	↕
Did Not Take an AP Test	16,625	2.5	18.58	↕
<b>Dual Credit Status</b>				
Earned Dual Credit from an Indiana Public College	23,891	2.9	24.16	↕
Did Not Earn Dual Credit from an Indiana Public College	8,740	2.4	18.07	↕
<b>21st Century Scholars Status</b>				
21st Century Scholar	5,655	2.6	23.01	↕
Non-21st Century Scholar	26,976	2.8	22.43	↕
<b>Socioeconomic Status</b>				
Free or Reduced Lunch	9,665	2.4	19.13	↕
Non-Free or Reduced Lunch	22,966	2.9	23.96	↕
<b>Race/Ethnicity</b>				
White	24,120	2.9	23.34	↕
Black	2,976	2.2	17.29	⬇
Hispanic or Latino	3,115	2.6	20.41	↕
Asian	1,097	3.1	27.37	↕
Small Populations	1,323	2.6	20.56	↕
<b>Enrollment Status</b>				
Full-Time Students	27,593	2.9	25.14	↕
Part-Time Students	5,038	2.3	8.22	⬇
<b>All Students</b>	<b>32,631</b>	<b>2.8</b>	<b>22.53</b>	↕

 <b>Indiana Public College Student Success Metrics</b>		
	Average	One-year trend (2017-2018)
Percent of students persisting to the second year (2018)	76%	↕
Percent of students completing all credits attempted (2018)	55%	↕

# Recommendations

The information in the 2021 College Readiness Report highlights the continuing decline in the statewide college-going rate. The Commission encourages policymakers and administrators to visit its [online, interactive dashboard](#) or [www.che.in.gov/readiness](http://www.che.in.gov/readiness) for data at the corporation, county and school level.

Below, the Commission has outlined several action items that can make a long-term impact on Indiana's college-going rates. This work will require cross-sector collaboration, strong partnerships and the commitment to ensuring more Hoosiers are ready and able to access the best form of higher learning for their individual lives.

All of this is designed to support the state's work in reaching its big goal of at least 60 percent of Hoosiers with a quality degree or credential beyond high school by 2025.

- **Help Hoosier students find the right fit.**

Indiana will not have the talent to fill the workforce pipeline of the future without increasing the number of students enrolling in postsecondary education opportunities today.

Counselors, teachers, parents and others should encourage Hoosier students to enroll in the right pathway for them, whether that's a two- or four-year degree, workforce certificate, industry certification or some other form of education and training beyond high school.

- **Close college-going equity and achievement gaps.**

This report clearly highlights the existing—and sometimes widening—gaps that certain Hoosiers face. Indiana must prioritize closing these gaps by providing additional support and opportunities for all students.

Helping schools identify these issues is a priority for the Commission, which will continue to disaggregate data by race and ethnicity, gender, socioeconomic status and geographic location to shine a greater light on the disparities that persist so schools and the state can build policies that will help close these gaps.

The success of the [21st Century Scholars program](#), for example, demonstrates the impact of providing low-income students with wrap-around supports and college-preparedness resources such as the Scholar Success Program.

- **Provide stronger data for schools, policymakers, and students and families.**

The Commission's strategic plan, **Reaching Higher in a State of Change**, calls for expanding the data included in this Readiness Report, working in partnership with the Indiana Department of Education to include additional postsecondary transitions data, including high school grade point averages and the amount and types of certificates students are earning while in high school.

- **Encourage transparency at the high school level about where students can earn early college credit.**

Indiana students can earn a full year of college through the Indiana College Core for no more than \$750, but only one-fifth of all Indiana high schools currently offer the Indiana College Core. In addition to encouraging more high schools to offer early college credit options, the Commission is building a digital toolkit for all high schools in Indiana to provide consistent messaging to students and families about the options available to them.

- **Strengthen the educator pipeline to increase academic preparation and college access.**

All the above recommendations begin with a strong educator pipeline. Indiana needs more teachers—those from diverse backgrounds, those able to teach dual credit courses—to fully accomplish the goals and strategies the Commission has outlined.

As outlined in this report, just 6 percent of the 2019 high school graduating class chose to pursue an education degree program. Along with its partners at the Indiana Department of Education, the Commission will continue to focus on the critical issue of teacher recruitment and retention, as outlined by numerous policy strategies in *Reaching Higher in a State of Change*.

Indiana's recently passed state budget includes \$600 million for teacher salaries. The state also offers several scholarships and stipends for teachers, including dedicated efforts for teachers of color and is partnering with other organizations to promote free courses for Indiana teachers to teach dual credit.

- **Increase FAFSA filing rates in Indiana, particularly for low-income students.**

Indiana is one of the most generous states for financial aid—ranking first in the Midwest and fourth in the nation in providing need-based aid. However, students and families must take the first step in receiving any financial aid by filing the Free Application for Federal Student Aid (FAFSA).

Increasing FAFSA completion is a step Indiana can take in removing or lessening the affordability barriers students face when deciding their next steps after high school. Indiana's FAFSA completion rates—like many around the country—have fallen since the beginning of the COVID-19 pandemic and particularly for those students from low-income households who need to take advantage of the financial aid offerings the most.

The Commission supports the notion of requiring high school seniors to file the FAFSA (with opt-out provisions embedded), as several other states have done in recent years.

## DATA NOTES

**Data Sources:** Indiana Commission for Higher Education (CHE); Indiana Department of Education (IDOE), National Student Clearinghouse (NSC)

**High School Graduates (“Students”):** Count of Indiana high school graduates are based on the IDOE-GR report for 2019. The IDOE-GR report includes public schools, accredited nonpublic schools and third-party accredited choice nonpublic schools. Graduate counts are the number of students who graduated in a certain year regardless of how long it took to graduate, and are not cohort graduate counts, which are based on when a student started high school. Thus, Readiness Report figures may not match cohort graduate figures reported in other places, such as IDOE INview. SOURCE: IDOE

**Socioeconomic Status:** Enrollment status in the Federal Free and Reduced-Price School Meals (FRL) program during a student’s senior year in high school. FRL status is generally used to indicate a student comes from a low-income household. Where noted, socioeconomic status may be broken into three distinct groups: students who participated in the FRL program during senior year but did not graduate as a 21st Century Scholar; students who graduated as a 21st Century Scholar (most of whom were FRL participants during senior year and nearly all of whom were FRL in middle school); and non-FRL, non-Scholar students, who may also be referred to as middle- or higher income students. SOURCE: CHE, IDOE

**High School Diploma Type:** High school diploma type received upon high school graduation. Honors represents students who received an Academic Honors Diploma, an Academic and Technical Honors Diploma, or an International Baccalaureate Diploma. Core 40 represents students who received a Core 40 Diploma or a Technical Honors Diploma. Technical Honors are grouped with Core 40 in part because their college-going rates are closer to those of Core 40 recipients than to Academic Honors recipients. SOURCE: IDOE

**College Enrollment:** Students reported as enrolled in postsecondary education, regardless of institution type, within the year following high school graduation (e.g., for 2019 high school graduates, postsecondary enrollment is counted for 2019-20 school year). Student were considered enrolled only if: a) they were enrolled as a degree- or certificate-seeking undergraduate student and b) they were enrolled for the equivalent of at least one semester during the school year. SOURCES: NSC, CHE

**Indiana College Core:** Formerly known as the Statewide Transfer General Education Core (STGEC), the Indiana College Core consists of 30 credit hours of general education credit. Once completed, the Indiana College Core can be transferred as a block to any public institution and some private institutions.

**Rural/non-rural:** Identifies whether a county falls within a Metropolitan Area established by the Office of Management and Budget. Any county that is not a part of a Metropolitan Area is considered rural.

**Graduation Waiver:** A high school graduation waiver may be awarded to students who otherwise have not met Indiana high school graduation requirements. For the high school classes of 2019 - 2022, students must either pass the Grade 10 ISTEP+ test in English/Language Arts and Mathematics or complete a graduation pathway. Students who retake the Grade 10 ISTEP+ in grades 11 and 12 may be eligible for a waiver even if they do not receive a passing score. Students who pursue, but do not complete a graduation pathway may likewise be eligible for a waiver. Please refer to IDOE’s “Meeting Indiana’s Graduation Exam Requirements” and to the IDOE memo dated June 20, 2018 for more information.

**AP Participation/Passing Exam Status:** Students who sat for and/or passed (received score of 3 or higher) at least one Advanced Placement exam. SOURCE: IDOE

**Dual Credit Status:** Students who earned credit hours awarded by Indiana public colleges that were recognized by both the high school and the postsecondary institution. Dual credit calculations only include credits awarded by Indiana public institutions. SOURCE: CHE

**Indiana Private College (for-profit):** Due to data limitations, the number of 2019 high school graduates enrolling in an Indiana private college (for profit) in the “High School Graduates Enrollment by College Type” table is an estimate based on previous years’ enrollments. (In past years, this has been less than half a percent.) All other tables, including “High School Graduates Enrolling in College,” do not include this estimate. As a result, the numbers in the College Type table will differ slightly from numbers elsewhere in the report. This estimate is made for the statewide version only.

**Full-time/Part-time Enrollment Status:** Full-time enrollment defined as enrolled in 12 or more credits in the semester of entry at an Indiana public college. Part-time enrollment defined as enrolled in fewer than 12 credits in the semester of entry at an Indiana public college. SOURCE: CHE

**Remediation Enrollment:** Represents Indiana public college students identified as deficient in the general competencies necessary for regular postsecondary curriculum in English/ language arts and/or mathematics. Students enrolled in both credit and non-credit remedial coursework are included in remediation totals. SOURCE: CHE

**Remediation Success:** Indiana public college students who successfully complete the subject(s) in which they were identified as needing remediation. Students who were identified as needing remediation in both English/ language arts and math needed to successfully complete both English/language arts and math to be counted as earning remedial credit. SOURCE: CHE

**Freshman GPA:** Cumulative grade point average for the latest term of enrollment at an Indiana public college in the year following high school graduation. SOURCE: CHE

**Freshman Credit Hours Earned:** Average number of credits earned during the year following high school graduation at an Indiana public college. SOURCE: CHE

\*\*\*Not Applicable/Suppressed Data: Data may be missing either because no data were available or fewer than 10 students were in a group and the data had to be suppressed for privacy reasons. In some cases, at least two groups of student data had to be suppressed because of complementary suppression rules.

## ABOUT THIS REPORT

The Indiana Commission for Higher Education builds a policy agenda on a commitment to using compelling data to increase transparency, inform practice and drive change for the benefit of all Hoosiers. By publishing a series of **consumer-friendly reports**, the Commission spotlights progress at each stage of the postsecondary pipeline.



The **College Readiness Reports** help schools and communities understand how students are performing in college, while informing state and local policies that increase college readiness, access and success.

**Reaching Higher in a State of Change** is the Commission's fourth strategic plan. It is the guiding document for Indiana to reach the goal of at least 60 percent of Hoosiers with education and training beyond high school by 2025. With the priorities of completion, equity and talent, its "Blueprint for Change" outlines action steps to achieve Indiana's attainment goal.

## ADDITIONAL RESOURCES

The **College Completion Reports** provide a clearer and more comprehensive picture of college completion in order to advance Indiana's collective efforts to boost educational attainment.

The **College Equity Report** disaggregates demographic data from the Commission's College Readiness and Completion reports to highlight outcomes in Indiana for race and ethnicity, gender, geography and socioeconomic status. The report also tracks the state's progress in closing the educational achievement gaps in Indiana.

The **College Value Report** provides a clearer picture of the returns a college degree yields after graduation and beyond, both to the individual and the state. These benefits include greater earnings, job security, enhanced social mobility, increased civic engagement, improved health and wellness, a higher quality of life and more.



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# INDIANA COMMISSION *for* HIGHER EDUCATION

## MISSION

The Indiana Commission for Higher Education is a 14-member public body created in 1971 to define the missions of Indiana's colleges and universities, plan and coordinate the state's postsecondary education system, administer state financial aid, and ensure that Indiana's higher education system is aligned to meet the needs of students and the state.



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